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ABSTRACT

FORUM is the newsletter of the American Association of Junior Colleges Community Services Project. The topics represented in these six issues include (1) coordination of adult educational opportunities in North Carolina; (2) approval of a constitution and election of officers for the National Council on Community Services; (3) announcement of a forthcoming conference on adult education programs and critical issues to be considered; (4) the role of the community college in continuing education activities; (5) an inventory of community services, and (6) the nature of community services and continuing education. See ED 032 034 for the first six issues of FORUM. (RC)

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COMMUNITY SERVICES FORUM

American Association of Junior Colleges/1315 Sixteenth Street, N.W., Washington, D.C. 20036/Phone: (202) 462-4031

Vol. 1 No. 7 July, 1969

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COORDINATING ADULT EDUCATIONAL OPPORTUNITIES BEYOND HIGH SCHOOL

The North Carolina Approach*

The comprehensive community college system in North Carolina provides by state law for THOSE BEYOND THE NORMAL HIGH SCHOOL AGE, 18 YEARS OR OLDER, WHETHER THEY ARE HIGH SCHOOL GRADUATES OR NOT, APPROPRIATE, ECONOMICAL LEARNING OPPORTUNITIES, THESE FROM THE FIRST GRADE LEVEL THROUGH THE SECOND YEAR OF COLLEGE, INCLUDING VOCATIONAL, TECHNICAL, AND GENERAL ADULT TRAINING TO ALL OF SUITABLE AGE WHO WISH TO LEARN AND CAN PROFIT FROM THE INSTRUCTION PROVIDED.

While two-year colleges supported locally from public funds were established in North Carolina as early as 1928, the beginning of a State-wide Community College System dates back to 1952 when Dr. Allan S. Hurlburt made a study concerning the need for community colleges in North Carolina. It was not until five years later, however, that the first steps were taken by the State Legislature through the passage of the "Community College Act" to initiate and develop community colleges.

The movement to develop community colleges in 1957 was accompanied by a vigorous effort to develop an educational program in industrial education. Funds were made available by the 1957 General Assembly to the State Board of Education for initiating a State-wide system of industrial education centers. The centers were dedicated to extending educational opportunities in industry, business, and agriculture beyond the high school, thus providing a better trained manpower supply for the State.

In 1959, the General Assembly officially authorized and designated a vocational school known as an "industrial education center." The system was placed under the State Board of Education and local boards of education. Both the community colleges and the industrial education centers served needs for education beyond the high school. Thus, the two educational programs, even though organized under separate boards, directed their efforts toward extending universal education beyond the high school.

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In 1961, the need for better planning resulted in the appointment of "The Governor's Commission on Education Beyond the High School - Irvin E. Carlyle, Chairman" to study the methods for expanding educational offerings at the post high-school level. This Commission, which submitted its report to the Governor in 1962, recommended that the two types of institutions be brought into one administrative organization under the State Board of Education. In this way, all of the State's two-year higher educational needs (whether academic, technical, or vocational) could be developed under one administration - the comprehensive community college system. This would permit students to have a wide range of choice, to alter their goals without having to withdraw from one type of institution and to apply for admission to an entirely different one.

J. Kenneth Cummiskey, Director: W. K. Kellogg Foundation-Supported Community Services Project/Nathan C. Shaw, Editor

The 1963 General Assembly in line with the recommendations of the "Carlyle Commission," on July 1, 1963, established a Department of Community Colleges under the State Board of Education. The Department of Community Colleges was given control over twenty industrial education centers previously established by authority of the 1957 General Assembly. Since 1963, several completely new community colleges have been established and all of the industrial education centers have been transformed either into technical institutes or community colleges. From 16 institutions with 4,341 full-time equivalent students (FTE) in 1962-63. Today there are 50 institutions offering educational opportunities within commuting distance of 85% of the total state population.

OPPORTUNITIES PROVIDED

VOCATIONAL (TRADE) LEVEL TRAINING OPPORTUNITIES are available for full-time study or in short extension courses through each and every institution in the system.

TECHNICAL LEVEL STUDIES leading to an associate degree are available through each and every institution in the system.

THE FRESHMAN AND SOPHOMORE LEVELS OF COLLEGE PARALLEL STUDIES are available in the community college, but are not available in the technical institutes.

ADULT BASIC (GRADE LEVELS 1-8) EDUCATIONAL OPPORTUNITIES are available through each and every institution in the system.

HIGH SCHOOL COMPLETION (GRADE LEVEL 9-12) EDUCATIONAL OPPORTUNITIES are available through each and every institution in the system; also individualized instruction through programmed materials on basic high school and college parallel levels is available for those who cannot enroll in a classroom course.

SHORT NON-CREDIT COURSES, designed to raise the general cultural and citizenship level of the people, are offered by all institutions as the demand becomes evident and as funds permit.

In addition, special arrangements can be made between the institutions and the local public school to enroll certain high school dropouts between the ages of sixteen and eighteen.

SPECIAL STAFFING NEEDS

While there are certain similarities in functions to the high schools and four-year colleges and universities, the Community College System holds three staffing characteristics as essential in serving the broad range of student ability and needs. The first is understanding of and unswerving commitment to the unique role of the institution. Another is ability to work with and for both individuals and groups in order to make the institution truly community centered. A third necessary characteristic is the desire and ability to help each student find his place and achieve his full potential, whatever that may be.

* Selected material from the March, 1968 publication on "The Comprehensive Community College System in North Carolina," John H. Blackmon, Editor.

COORDINATING PROFESSIONAL DEVELOPMENT AT THE LOCAL LEVEL

The Adult Education Round Table of Northern Illinois Approach

In the summer of 1955 Professor Cyril O. Houle of the University of Chicago called a meeting of four public school and junior college adult educators to discuss the development of a series of meetings for adult educators in the northern Illinois area. The group decided to hold six meetings during the course of the 1955-56 year at the University College Facilities at 19 South LaSalle Street in Chicago. The first meeting was attended by 32 people. The meetings were held on Saturday mornings and were devoted to brief presentations and discussions of practical topics.

The Round Table activity, attendance, and organization continued in much the same fashion until 1963-64, after which time the organization adopted a constitution, began to collect organization dues, and attempted various special studies and program sessions. During the past two or three years, perhaps as the result of the stimulation of trying new ideas in the previous two years, the Round Table has gradually grown in terms of its finances, its attendance, the scope of its program, and the influence of its membership.

1968-69 Programs: "A CONTINUING CONFERENCE ON EFFECTING SOCIAL CHANGE THROUGH ADULT EDUCATION."
Program Chairman: Ashley L. Johnson, Dean of Continuing Education & Community Services, Prairie State College, Chicago Heights, Illinois

September 20 - "Social Mobility Dynamics in Adult Education." Leonard Oliver, University of Chicago.
October 11 - "Some Viewpoints on and Programs for Social Change." Speakers: William Rohan, Chicago Public Schools; Dr. Morris Haimowitz, Chicago City College; Philip Silcox, Inland Steel Company.
December 6 - Speakers: Irwin France, Director, Model Cities Program, Chicago; Sister Therese Rooney, Loretto Adult Education Center; Richard Glogovsky, North Chicago High School; Thomas Scott, Central YMCA Community College.
January 17 - "Some Programs for the Disadvantaged." Speakers: Father Joseph J. Dunne, Chicago Southern Center; Wellington Howard, Cook County Department of Public Aid; Louis Machado, Commonwealth of Puerto Rico.
February 14 - Tours of the Jackson and Hilliard Adult Education Centers, the Cook County Department of Public Aid's Welfare Rehabilitation Service, the Woodlawn Urban Progress Center.
March 14 - "Summary Viewpoints." Stephen Treffman, University of Chicago; Dr. David Ferris, Kankakee Community College; Arthur Stejskal, Office of the Cook County Superintendent of Schools; Dr. Herbert Lehmann, Assistant Superintendent for Adult Education, Chicago Public Schools.
May 16 - A film: "Packingtown, USA" produced by the University of Illinois Circle Campus, Professor William J. Adelman, Conference Room, Central YMCA.

SELECTED REMARKS - MARCH 14 MEETING

It was increasingly clear that a great deal of the adult education which is being carried out to effect social change is taking place in new institutions and ad hoc agencies separate and apart from those organizations which have been traditionally providing

adult education...The mushrooming of these adult educational facilities and programs has led to incredible demands for personnel to man them. A striking characteristic of many (and perhaps most) of the programs we have discussed at the Round Table this year has been that they are being staffed by virtually untrained individuals...STEPHEN TREFFMAN

We are living in an era that moves from crisis to crisis, and it is an era of the greatest expansion and innovation in adult education to date. If there is anything distinctive about our various institutions, I feel it is the adult education aspect. The potential of our institutions lies as an agent of social change through the adult education or community service dimension...Our institutions through their geographic spread and through their programs of working in depth with other organizations, institutions, and individuals have a tremendous potantial for changing communities and individuals in a very significant and positive way...DAVID FERRIS

Being concerned with the educational development of the individual, permit me to suggest a few areas which I felt were not dealt with to any great degree in the course of this year's programs. We have spent very little - if any time - speaking about Home and Family Living...We have not discussed the area of Citizenship Training or Responsible Citizenship...We don't seem to talk about Vocational Education very much any more... Consideration should be given to Education for Retirement and Leisure Time Activities... We did not get involved in the seriousness of the need for intensive specialized teacher training and the use of teacher aides...We did not find the time to think through any legislation which would help us to answer some of our problems in social change... We have not encouraged requirements for the adult education director - for full-time directors - for full-time adult education opportunities...We have not concerned ourselves with the newly arriving adult problem - the high school dropout or pushout under the age of 21...We lack a job definition - maybe because we don't know what we are to do we become so all inclusive...This is one organization where we should consider job opportunities throughout the State...Sometimes I feel we don't present ourselves as individuals - or - as a group - committed to adult education...We have not developed a cooperative front in our PR in adult education...We must always be concerned about the image that we are developing in adult education.

THESE ARE THE AREAS WHERE I FELT WE DID NOT INVOLVE OUR THINKING THIS YEAR. THIS IS IN NO WAY TO SUGGEST THAT OUR PROGRAM THIS YEAR WAS NOT FRUITFUL. I FELT THAT THIS WAS A GOOD YEAR...ARTHUR STEJSKAL

American Association of Junior Colleges/1315 Sixteenth Street, N.W., Washington, D.C. 20036

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Vol. 1 No. 8 August, 1969

NATIONAL COUNCIL APPROVES CONSTITUTION, ELECTS OFFICERS

The American Association of Junior Colleges was host to the Constitution Convention of the NATIONAL COUNCIL ON COMMUNITY SERVICES/ for COMMUNITY AND JUNIOR COLLEGES meeting in Washington on July 24, 25. Forty representatives from 13 states and the District of Columbia reviewed, amended and approved the Council's Constitution which had been under development and field consideration since April. The broad purposes of the Council are stated in the Preamble as:

> We, the members of the National Council on Community Services/ for Community and Junior Colleges, in cooperation with the American Association of Junior Colleges, in order to provide a unified voice to encourage community involvement as a total college effort, to foster a coordinated attack on pressing community problems by all elements of the community, to stimulate discussion and interchange among community service practitioners, and to work closely with existing organizations committed to community education and services, do hereby establish this constitution.

Further directions, programs and priorities of the Council will be shared by the GENERAL MEMBERSHIP (meeting at least once in a calendar year) with two elected, one appointed groups designed to provide wide participation for all "involved in or committed to community service programming in two-year colleges." The delegates of the LEGISLATIVE ASSEMBLY (meeting at least once in a calendar year) shall represent their respective states during a two-year term in office. Each state shall have one representative for every 30 National Council members, or fraction thereof, and shall be elected at large by the general membership of that state.

Chairmen of six ACTION COMMITTEES - Legislation, Program Planning, Research and Professional Development, Public Relations and Publications, Nominations, Membership and Accreditation - will be nominated by the President of the Council subject to the approval of the Executive Committee.

The Executive Committee will be composed of a PRESIDENT, FIRST VICE-PRESIDENT, SECOND VICE-PRESIDENT, SECRETARY, TREASURER, and six REGIONAL MEMBERS. In addition, a representative of the American Association of Junior Colleges professional staff shall serve as an EX-OFFICIO MEMBER. The five officers will be elected by the general membership and shall serve a one-year term in office.

J. Kenneth Cummiskey, Director: W. K. Kellogg Foundation-Supported Community Services Project/Nathan C. Shaw, Editor

Six regional members - New England, Middle States, North Central, Southern, Northwest, Western - shall be elected from their respective regions for a two-year term in office. No EXECUTIVE COMMITTEE MEMBER shall serve in the same office for more than one consecutive term.

INTERIM OFFICERS

Temporary officers elected until the next Annual AAJC Convention in March, 1970 are:

President	NATHAN C. SHAW Director of New Programs and Community Services Montgomery College Rockville and Takoma Park, Maryland
First Vice-President	WILLIAM KEIM Administrative Dean of Community Services Cerritos College Norwalk, California
Second Vice-President	VICTOR LAUTER Dean, Continuing Education & Extension Services New York City Community College Brooklyn, New York
Secretary	WALTER J. FIGHTMASTER Executive Director of Community Services Oakland Community College Bloomfield Hills, Michigan
Treasurer	CHARLES BARRETT Director, Division of Adult Education & Community Services North Carolina Department of Community Colleges Raleigh, North Carolina
Regional Member (New England)	GERALD RYAN Director, Center for Continued Learning Dean Junior College Franklin, Massachusetts
Regional Member (Middle States)	JESSIE M. GIST Assistant to the President for Community Affairs Tombrock College Patterson, New Jersey

COUNCIL

Vol. 1 No. 1 July, 1969

GREETINGS

As the newly-elected President of your NATIONAL COUNCIL ON COMMUNITY SERVICES/ for COMMUNITY AND JUNIOR COLLEGES I ask for your early support and full participation in implementing our shared goal of a unified voice for emphasizing "community" in community and junior colleges.

Our national program will reflect community service operation at the local level as we work, not to duplicate or conflict with existing organizations, but to serve as a catalytic force for identifying and coordinating with existing programs and resources of other professional associations, national interest groups, legislative bodies, and concerned community leaders.

We are pledged to study, initiate, support, and prod all efforts dealing with community problems that can be served through educational leadership and utilization of the college resources of faculty, students, facilities, and services.

Your help as a Charter Member (open through October 15, 1969) will enable the Council to continue its work already under way and to participate more fully and significantly in the Galaxy Conference of Adult Education Associations to be held in Washington, D.C., during December, 1969 and the Annual AAJC convention scheduled for March, 1970 in Honolulu, Hawaii.

Further membership information and application forms will be forthcoming from

Walter J. Fightmaster, Council Secretary and Temporary
Membership Chairman
Oakland Community College
Bloomfield Hills, Michigan

If you were among the earlier two hundred who have indicated an interest in receiving this information, your name is already on the mailing list. Otherwise, a note giving your name and address will be most appreciated and will assure a prompt response.

Please write or call me if I can be of help in any way at any time.

Nate Shaw

Nathan C. Shaw
President, NCCS

Phone: Montgomery College
Rockville, Maryland
301 762-7400

CONSTITUTION CONVENTION DELEGATES

Forty men and women met in Washington, D.C. on July 24, 1969 to approve the Council's constitution and elect interim officers. By their presence they became Charter Members of the Council and can be contacted regarding any questions on the convention or next steps of the Council.

Frank J. Anthonis, Macomb County Community College, WARREN, MICHIGAN
Charles Barrett, North Carolina Department of Community Colleges, RALEIGH, NORTH CAROLINA
Hilton Bonniwell, Georgia Southern College, STATESBORO, GEORGIA
Bill Borcher, American River College, SACRAMENTO, CALIFORNIA
Lillian Butkiewicz, Harford Junior College, BEL AIR, MARYLAND
John Connolly, Mercer County Community College, TRENTON, NEW JERSEY
Lucy Cooper, American Association of Junior Colleges, WASHINGTON, D.C.
Robert Donald Coslick, Prince George's Community College, LARGO, MARYLAND
Clinton G. Crocker, Brookdale Community College, LINCROFT, NEW JERSEY
J. Kenneth Cummiskey, American Association of Junior Colleges, WASHINGTON, D.C.
Joan Davis, Foreign Policy Association, Inc., NEW YORK, NEW YORK
Donald Deppe, U.S. Office of Education, WASHINGTON, D.C.
Delbert H. Derrett, Tarrant County Junior College, FORT WORTH, TEXAS
Patrick J. Distasio, Miami-Dade Junior College, MIAMI, FLORIDA
Brian Donnelly, Quinsigamond Community College, WORCESTER, MASSACHUSETTS
Walter J. Fightmaster, Oakland Community College, BLOOMFIELD, MICHIGAN
Jessie M. Gist, Tombrock College, PATTERSON, NEW JERSEY
Kenneth H. Guy, Jr., Harford Community College, BEL AIR, MARYLAND
Joseph H. Hankin, Harford Community College, BEL AIR, MARYLAND
Darrell D. Hilliker, Suffolk County Community College, SELDEN, NEW YORK
H. Frederick Holmes, State University of New York, ALBANY, NEW YORK
Charles Irace, Bergen Community College, PARAMUS, NEW JERSEY (representing Sidney Silverman)
Leonard Katz, Gloucester County College, SEWELL, NEW JERSEY
William Keim, Cerritos College, NORWALK, CALIFORNIA
Gerald Kreger, Modesto Junior College, MODESTO, CALIFORNIA
Gunder Myran, Michigan State University, EAST LANSING, MICHIGAN
Victor Lauter, New York City Community College, BROOKLYN, NEW YORK
Wallace M. Ollila, Jackson Community College, JACKSON, MICHIGAN
Robert Poirier, Community College of Allegheny County, McKEESPORT, PENNSYLVANIA
Edward Robings, Los Angeles City College, LOS ANGELES, CALIFORNIA
Gerald Ryan, Dean Junior College, FRANKLIN, MASSACHUSETTS
R. D. Ryder, Miami-Dade Junior College, MIAMI, FLORIDA
Sanford Schneider, Burlington County College, PEMBERTON, NEW JERSEY
Jack Schmelzer, Cumberland County College, VINELAND, NEW JERSEY
William Shannon, American Association of Junior Colleges, WASHINGTON, D.C.
Nathan Shaw, Montgomery College, ROCKVILLE, MARYLAND
Carlo Simeoli, Florissant Valley Community College, ST. LOUIS, MISSOURI
George Traicoff, Jr., Cuyahoga Community College, CLEVELAND, OHIO
Theodore Venetoulis, Essex Community College, BALTIMORE COUNTY, MARYLAND
Chester Whittaker, Burlington County College, PEMBERTON, NEW JERSEY

Note: Members of the Council's Executive Committee are underscored.

Regional Member
(North Central)

GEORGE TRAICOFF, JR.
Dean of Community Services
Cuyahoga Community College
Cleveland, Ohio

Regional Member
(Southern)

PATRICK J. DISTASIO
Director, Center for Community Development
Miami-Dade Junior College
Miami, Florida

Regional Member
(Western)

EDWARD ROBINGS
Assistant Dean, Community Services
Los Angeles City College
Los Angeles, California

Regional Member
(Northwest)

JOSEPH H. HANKIN *
President
Harford Junior College
Bel Air, Maryland
*(Elected as a member at large in the absence of a Northwest representative at the Constitution Convention)

Dr. Edmund J. Gleazer, Jr., Executive Director of AAJC, Dr. William G. Shannon, Associate Executive Director, and Dr. J. Kenneth Cummiskey, Director of the AAJC-W.K. Kellogg Foundation-Supported Community Services Project welcomed the delegates to Washington, D.C.; to the Brookings Institution where the meetings were held and arranged further meetings for the new officers with Peter Hammond, Legislative Assistant for Senator Harrison Williams, Jr. (N.J.), sponsor of the Comprehensive Community College Bill S. 1033; Charles Lee, Executive Secretary of the Emergency Committee for Full Funding of Educational Programs; and Paul V. Delker, Director of the Division of Adult Education Programs; Dr. Pedro C. Sanchez, Chief, Community Services and Continuing Education Programs; Dr. Donald A. Deppe, Chief, Program Planning and Development, Community Services and Continuing Education Programs, U.S. Office of Education.

CHARTER MEMBERSHIP

Charter Membership in the Council will be open until October 15, 1969 and will cover the period from now through December, 1969 plus the regular membership year of January 1970 to January 1971. Annual dues have been set at $15.

MAJOR PUBLICATION: THE COMMUNITY DIMENSION OF THE COMMUNITY COLLEGE

This long-awaited book by Ervin L. Harlacher is now available from Prentice-Hall (Englewood Cliffs, New Jersey, $6.75). Building on the 1967 Report to AAJC (37 college districts in 13 states and reported in the first issue of the FORUM) and his 1965 nationwide study of programs of community servides (65 college districts

operating 104 college campuses in 19 states and quoted in the first issue of the AAJC CLEARINGHOUSE), the combined result is still a compact 140 pages and is truly "the first and only volume available that deals specifically and knowledgeably with the subject."

Of special help to new or growing community service programs are the author's operational definitions of community services; detailed checklists of the four major objectives of community services programs; selected examples of successful programs in colleges across the country; major problems and issues (8) facing the community services administrator; a checklist for effective administration and supervision of community service programs; and identification of seven major trends that will help determine the future development of the community dimension in the community college.

After a decade of extensive personal involvement in California and Michigan, major national studies, and subsequent writing and speaking on community services, Dr. Harlacher, now president of the new Brookdale Community College in New Jersey, finds "the community college is the most rapidly growing element of higher education in America. The community services function, while still emerging as a major aspect of the program of these colleges, is the element that may best fit them for a unique and highly significant role in future patterns of American education...Devoted to serving its locale, the community services program offers the logical vehicle for joining the college to the life of its district or service area. It is through the community services program that the college may not only offer educational programs and services needed in the community, utilize the total community as a laboratory environment for learning, but may most readily draw the community itself into the process of shaping educational programs and policies."

THIS PIONEERING BOOK SHOULD BE A FIRST INTRODUCTION AND A CONTINUING REFERENCE ON COMMUNITY SERVICES IN THE TWO-YEAR COLLEGE FOR ALL WHO ARE COMMITTED TO COMMUNITY INVOLVEMENT THROUGH THE COMMUNITY COLLEGE...Nathan C. Shaw, FORUM Editor.

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Vol. 1 No. 9 September, 1969

GALAXY CONFERENCE TO FOCUS ON SOCIAL IMPERATIVES, PROGRAM ISSUES, AND LEADERSHIP PROCESSES

The eyes of the nation will focus on adult education as a vital force in the achievement of national goals during the 1969 GALAXY CONFERENCE OF ADULT EDUCATION ORGANIZATIONS to be held at the Sheraton Park and Shoreham Hotels in Washington, D.C., December 6-11.

Purposes of the conference, which is expected to bring together more than 3,000 members of some 20 adult education organizations and agencies are to:

Strengthen the work of all adult education organizations through joint consideration of matters of great common concern

Provide individual members of adult education organizations with greater opportunity for professional growth

Provide organizations of adult education with a platform from which to speak with one voice on matters of great national concern.

While it will provide for joint sessions and will feature distinguished national and international speakers, the Galaxy Conference is in reality a joining of conferences, with the many associations and other agencies holding concurrent meetings throughout the week-long period. All meetings will be open to those attending the conference.

At least 7 national organizations will hold their annual membership meetings during the conference. Others will schedule divisional, sectional, board or other meetings. Observers from many national and international agencies will be in attendance, including those from the Office of Education, the Federal Extension Service, the Office of Economic Opportunity, and the Departments of Labor, Commerce, and Defense. A preliminary schedule of activities for the American Association of Junior Colleges, the National Council of Community Services/ for Community and Junior Colleges, plus major All-Galaxy events is given below for your early conference planning.

CONFERENCE THEME: LEARNING TO CHANGE: A SOCIAL IMPERATIVE

Sunday, December 7

2:00 p.m. GALAXY GENERAL SESSION - Keynote Address, Sheraton Park Ballroom.

7:00 p.m. AAJC Banquet and General Session, Sheraton Park, Maryland Suite. Greetings from the American Association of Junior Colleges, William Shannon, AAJC. Speaker - Hans Spiegel, Professor of Urban Affairs, Hunter College of City Universities of New York and Senior Research Associate, Institute for Urban Environment; Columbia University.

J. Kenneth Cummiskey, Director: W. K. Kellogg Foundation-Supported Community Services Project/Nathan C. Shaw, Editor

Monday, December 8

9:00 a.m. AAJC General Session, Chairman Ervin Harlacher, Brookdale Community College, N.J. Sheraton Park, Cotillion Room. FORUM ON CRITICAL ISSUES IN COMMUNITY SERVICES I. The Community College: A Civic Center or a Community Change Agent (The case for each and audience reaction) II. Financing Community Services: Tax Supported or Self Supporting (The case for each and audience reaction)

2:00 p.m. GALAXY GENERAL SESSION. Sheraton Park.

3:45 p.m. GALAXY SPECIAL INTEREST GROUPS.

Tuesday, December 9

9:00 a.m. AAJC Workshops, Chairman Victor Lauter, New York City Community College

1. Varieties of Administrative Practices in Junior College Community Services
2. The Recruitment and Training of Community Services Staff: Developing Manpower Resources
3. Organizing Public Events and Cultural Programs: CAPES and Other Models
4. Human Services and Public Services Para-Professional Training Programs
5. Programs for Women: Varieties of Programs for varieties of Women
6. Workshops and Conferences: Technique for Turning on the Participants

12:15 p.m. AAJC Luncheon and General Session. Sheraton Hall, Sheraton Park Hotel. National Council on Community Services/ for Community and Junior Colleges Business Meeting. Chairmen J. Kenneth Cummiskey, AAJC, Nathan C. Shaw, Montgomery College.

Wednesday, December 10

2:00 p.m. GALAXY GROUP SESSIONS
3:45 p.m. GALAXY GENERAL SESSIONS
7:30 p.m. GALAXY GROUP SESSIONS, continued

For further information, write: Dr. J. Kenneth Cummiskey, Director of Community Services Project, AAJC, 1225 Connecticut Ave., N.W., Room 304, Washington, D.C. 20036.

PRE-CONFERENCE CONSIDERATION OF CRITICAL ISSUES*

Questions (Q) and Comments (C)

I. *Comprehensive Programs vs. Programs Responsive to Priority Community Problems*

Q: Does the comprehensive community survey shield us from the need for immediate

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CLEARINGHOUSE ON COMMUNITY SERVICES

THE PRIVATE COLLEGE STUDY: By Kenneth C. MacKay

Community-Related Programs and Services

December, 1968

No. 4 September, 1969

The major purpose of this study, an undertaking made possible by a portion of the grant from the Alfred P. Sloan Foundation to the American Association of Junior Colleges, was to identify and report the concerns, problems, issues, needs, and plans of the non-public two-year colleges of America. In addition, the study has attempted to identify and describe some outstanding or representative examples of innovation and experimentation in these colleges, as they respond to the rapid changes which affect all higher education as this decade concludes. (Note: only Community Services type programs are included in this Clearinghouse paper.)

The study was designed to give every private junior college the opportunity to be heard. To this end, a questionnaire was devised which was simple, direct and yet conducive to a full and uninhibited response. In addition to the questionnaire, a series of regional conferences was planned, at which the comments and reactions of junior college leaders were elicited. Although more than 250 institutions to which the questionnaire form was mailed included a sizable number of very small and remote colleges, often specialized or engaged in preparation for the religious orders, approximately two-thirds responded. The answers certainly reveal the diversity of the private ranks, the great range of institutions from large to small, city to country, and arts to technologies, and the widespread scope of private college activities and services.

PROGRAMS AND SERVICES

QUESTION: *What is your college doing about which you are enthusiastic? Programs, innovative teaching and study techniques, community services, etc.?*

Nearly all the responding colleges note with pride some parts of their offerings and activities. For some the claim is modest and not uncommon; the lecture program to bring distinguished speakers to a remote campus, the adult education programs for the community, the volunteer work performed by the students in the local hospital, the development of an honor system, the seminar opportunities for the advanced student, and the remedial courses for the poorly prepared. There is a growing consciousness of the problems of the disadvantaged and of the "inner city". Private junior colleges located in rural sections of the country are aware that poverty is not indigenous to the city slums. The heterogeneity of these colleges produces an extraordinarily wide spectrum of approaches to the new involvements of American education in the social problems now occupying center stage in the nation.

The following listing of programs, activities, etc. is not intended as inclusive or selective. These are submitted merely as examples of what our private colleges are doing in a variety of fields. However, it is hoped that these are representative enough both to convey a sense of what the colleges are accomplishing along the frontiers of higher education, and to suggest the possibility for similar activities at institutions not already engaged. The full extent of all the programs in our private junior colleges benefiting the community is difficult to ascertain but certainly we have here a national resource of incalculable assistance to the public domain deriving from non-tax-supported sources.

J. Kenneth Cummiskey, Project Director: W. K. Kellogg Foundation Community Services Project/Nathan C. Shaw, Editor

RESPONSE: COMMUNITY PROJECTS

Alice Lloyd College, Kentucky - Community Organization and Enrichment Program totaling $500,000 funded by foundations and OEO. Renovation of schools, meeting halls, setting up libraries, leveling out recreational areas, etc., in Appalachia.

Dean Junior College, Massachusetts - Municipal Research Bureau, operated under a Title V grant provides various civic services to local governments in and around Dean.

Immaculata College, Illinois - Classes for retarded pupils in local schools. Reading improvement services for local schools. College students relieve nurses as aides in local hospital on Sundays.

Wesley College, Delaware - In cooperation with Delaware State Department of Public Instruction, provides substitute teachers for Kent and Sussex Counties. More than 250 candidates in first workshop class received certificates from state agency entitling them to serve as substitute teachers.

Westbrook Junior College, Maine - Weekly seminar for parents of adolescents. Community leadership seminar - to train civic leaders in the Portland area. Both of these are Title I projects.

York College, Pennsylvania - Students for the past several years have served as tutors in parts of the community where disadvantaged live.

RESPONSE: REMEDIAL COURSES

Spartanburg Junior College, South Carolina - Special summer program for "high risk" students in English, mathematics, etc. A significant number of junior colleges recognize the need to provide additional preparation, usually in summer, for students with impressive secondary school records.

St. Mary's Junior College, Minnesota - Special nursing study laboratories to try out lower ability students with the hope of guiding them into nursing.

Voorhees Technical Institute, New York - 50 high school drop-outs, some with past history of minor crimes, engaged in cooperative education with police departments. They alternately work one week with the police department, and spend one week at the College over a period of six months. Object - to place them in industry at end of six-months program. Funded by grant from private foundation.

RESPONSE: COOPERATION WITH OTHER EDUCATIONAL INSTITUTIONS

Alice Lloyd College, Kentucky - 'Human Encountering' project in cooperation with other colleges under Title III. Projected consortial efforts with four Appalachian colleges, and with Council of Kentucky Independent Colleges and Universities for joint programs. Exchange of students between Alice Lloyd and colleges in other regions. These colleges to which mountain students from Alice Lloyd have gone on these exchanges include Cornell, Kenyon, Wittenberg, Harvard, Garland Junior and Radcliffe.

Worcester Consortium, Massachusetts - The Worcester Consortium for Higher Education includes in its membership three private junior colleges - Becker, Leicester and Worcester - and one public community college - Quinsigamond. Altogether, ten colleges of the Worcester area participate. Eight of the ten colleges are within a four mile radius. As a constellation of several types of colleges, they comprise a moderate-sized university complex of approximately 12,000 regular day students. The Consortium was organized in 1967.

How does the Consortium help the Worcester Colleges? There are joint curriculum and degree offerings, shared faculty and joint appointments. A Computation Center is available. Several of the institutions have experimented with cooperative purchasing in fuel for the season 1968-69. An Advisory Council helps the member institutions to plan efficiently for community services, to avoid duplication and insure proper coverage. A formalized cross registration and student exchange plan is underway.

The Worcester Consortium is so new that only preliminary experience and evaluation are possible at this time. But here is tangible plan in action, where institutions of varying nature, size and purpose have joined together in a significant effort in cooperation. It should be followed carefully for its important role in the coordination of education goals and in the marshalling and sharing of educational resources for the common good of the community.

RESPONSE: INNER CITY DISADVANTAGED PROJECTS

Chicago YMCA Community College, Illinois - Work-study program has been used to assist hard-core, inner-city drop-outs, unemployed, and delinquents. Adult Education program - 5000 each term. English Language Institute for Foreign Born Students. One of the most comprehensive non-public community colleges in the country.

Garland Junior College, Massachusetts - With OEO funds, training ghetto girls to become teaching aides. In cooperation with the Boston Welfare Department, training of married women receiving welfare assistance to become teaching aides.

Kendall College, Illinois - "Urban Laboratory Experience" - recognition of the proximity of the college to the city of Chicago, and utilizing the city as laboratory. Involvement of students in Day Care Center, Cook County Hospital, and in a variety of community action projects sponsored by an inner city cooperative ministry. Ecological studies of Chicago and its environs.

Mt. Aloysius Junior College, Pennsylvania - Appalachian anti-poverty projects with student participation in projects both local and distant.

Mt. Providence Junior College, Maryland - Thirty students from the ghettoes of Baltimore accepted as fully matriculated students, being housed in college dormitory, and provided with all possible financial and other aid so that they may gain two years of education beyond high school.

Roger Williams College, Rhode Island - Hartford Project - Contract recently signed with Providence Housing Authority to occupy a high-rise building which, part of a low-income housing project, was forced to close because of vandalism and intimidation of residents. The College is establishing a satellite campus in this building, using it both as dormitory for students and as an urban laboratory where faculty, social workers, psychologists, et al., teach and learn about city problems in the actual context in which

the problems occur. In effect, this adjunct to the College, in concept and function, will be both campus and resource center for social research. In the development of this center, Roger Williams contemplates close cooperation with other institutions specializing in the preparation of social welfare personnel.

Saints Junior College, Mississippi - For three consecutive years this college has participated in an OEO funded program for adult education of migrant farmers and in a Headstart program. Each year approximately 150 adults and 60-120 children have been involved.

RESPONSE: OTHERS

Donnelly College, Kansas - "The Negro in American History", a course offered for one semester, open to all in the community.

Southern Baptist College, Arkansas - A college program has been developed at a nearby air force base, where the military personnel can obtain college credits.

COMMUNITY PARTNERSHIP

RECOMMENDATION: *That the private junior colleges exert every effort to become active, essential partners of their communities in social and civic undertakings, involving to the greatest possible extent their students, alumni and faculty and, in implementing these programs, making the broadest possible use of community assistance in the form of advisory boards, church and civic groups, the schools, and other local agencies.*

Incredible changes have occurred in our country within the last few years, and there is a whole new emphasis upon the concept of social responsibility. The implications for the colleges are enormous. In one sense, this represents a serious challenge to those colleges - many of them private residential colleges - which have existed within a community without being part of it. Too often the attitude has nutured an atmosphere of "ivory tower" remoteness, and a dormant hostility between town and gown. At a time when government takes an increasing role in the financing of college education, and Americans have become aware of the need for social repair, such colleges will find themselves hopelessly out of the mainstream. On the other hand, the opportunity now presents itself, as never before, for the private colleges to show not only a willingness, but an eagerness to enlist in the cause of making America a better place in which to live. Latent resources to support private education reside in every community in which there is a campus. Through active, earnest and effective involvement in local problems, the college can manifest its claim to moral and financial support. The college which fails to imbue its faculty and students with proper sense of social and moral urgency will get little consideration. Our colleges are inextricably involved in the social problems of the day. Deservedly, government projects, foundation awards, and community support will be going to those institutions which enlist in the battle. Each of our colleges should give continuing attention to its relationship to the constituency and community it serves.

NOTE: KENNETH C. MACKAY is President Emeritus of Union Junior College, Cranford, New Jersey and a member of the steering committee to further the goals of private/independent two-year colleges through the formation of a National Council of Independent Junior Colleges to work closely with AAJC.

response to screaming community crises? Do advisory committees shield us from real voices in the community and the real image of the college and its role?

Q: Does publicity and success of one program (cultural, avocational interest, one manpower program) create the illusion of community service and allow excessive staff attention to perpetuating and enlarging it?

Q: Do demands of comprehensive programming become counter productive to the reasonable and just program demands of the community?

Q: Does preoccupation with immediate crisis inhibit establishment of sound program that can cope adequately with future crisis? Might we mistake surface issue for underlying cause of community malaise and hence provide program for the wrong problem?

II. *Financing of Programs: Tax Monies, Tuition, Federal Grants, Foundations, and Local Grants*

C: The one single measure of commitment to any program cause or principle is how and to what extent we invest our resources in it. (Our budget allocations identify our priorities.)

C: Autonomy of funding enhances the prospects for autonomy in programming. Self support allows for independence. All funds have strings attached.

C: All programs of worth benefit someone. The someone will pay for the program if he is asked and if the benefit is great enough.

C: If all segments of the community are equally worthy of educational attention, all programs should share in tax based general college funds.

C: The moral thing, the legal thing, and what is best for the soul of the institution is general support for all programs considered of value by the institution. Often the strategic thing, the tactical thing, and what is best for the Community Services Department and the community is self-support.

III. *Community Services - An Integral Part of the Institution or a "Satellite for Service"?*

C: The logics of the finance question applies here; that is, autonomy - independence and flexibility. Integration - dependence and bureaucracy.

C: Institutional reform dictates integration of community services to the total institution.

C: Relevance and responsiveness require involvement and elimination of fragmentation in program goals.

C; Community preservation or restoration may be served by a flexible, experimental autonomous center or institute especially equipped and staffed for community oriented programming.

Q: Does the reality of institutional rigidity allow for a total institutional effort?

C: Consider the "laboratory for institutional change and new program development" possibilities of a special division for community service.

IV. *Center for Community Life or Educational Reservoir of Personnel and Facilities, or Community Change Agent?*

C: The commitment to community change assumes (1) the community service department of the community college serves in an initiatory role rather than supportive role, and (2) the community as now constituted is inadequate and demands change.

C: The reservoir of educational resources role assumes (1) a supportive rather than initiatory role for the institution and (2) that the community will benefit from the college reservoir through the awareness and initiative of citizens cognizant of community needs and capable of requesting assistance appropriate to needs.

C: The center for Community Life Role assume (1) a cohesive and definable community, (2) the need for a locus and focus for "community", and (3) that the college is the best equipped - geographically, technically, philosophically, financially - to provide the center role. Perhaps each role has its place in a given community and all three can be served by a single institution in the right community.

* *Selected notes on remarks made by Dr. J. Kenneth Cummiskey at the Twelfth Annual Community College Workshop - DEVELOPING EFFECTIVE COMMUNITY SERVICES PROGRAMS - at Michigan State University, July 28 through August 8, 1969.*

YOUR FURTHER COMMENTS ON THESE ISSUES AND THE LISTING OF OTHER ISSUES FOR CONSIDERATION AT THE DECEMBER GALAXY CONFERENCE WILL BE MOST WELCOME AND SHOULD BE ADDRESSED TO: THE EDITOR, FORUM, American Association of Junior Colleges, 1315 Sixteenth Street, N.W., Washington, D.C. 20036.

CHARTER MEMBERSHIP
in the
NATIONAL COUNCIL ON COMMUNITY SERVICES/ for COMMUNITY AND JUNIOR COLLEGES
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Contact: Walter J. Fightmaster, Community Services
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THE ROLE OF THE COMMUNITY COLLEGE IN COOPERATIVE COMMUNITY EDUCATION

A Plan* / Russell J. Kleis, Michigan State University
Donald G. Butcher, Michigan Department of Education

Continuing education is not confined to schools, colleges, and other "educational institutions," nor is it confined to courses and classes. *(Editor's note: Community Services includes "continuing education" activities that follow.)* Its sponsors include employers, churches, unions, military service schools, correspondence schools, community agencies, and a wide variety of professional, proprietary, and voluntary institutions. It assumes such varied forms as courses taken for credit, informal instruction on the job, intensive study without either teacher or classroom, private tutoring, correspondence study, instruction by social workers or public health nurses, and discussion groups or demonstrations in home, shop, field, or office.

If maximum progress is to be made, if resources are to be used efficiently, if service is to be made available to all who need it, and if institutions within the community are to work effectively with institutions at state, regional, and national levels, some scheme for systematizing these multiple continuing education relations is clearly required. Such a scheme should serve to regularize communication, build awareness of shared purposes, promote communitywide planning, facilitate cooperation, avoid needless overlapping and overlooking, and make most effective use of limited professional leadership. It should respect the autonomy of participating agencies and institutions; recognize differences in their purposes, commitments, and resources; and allow for differing levels of involvement and participation in the system. It should facilitate timely decision and effective action; and it should serve to relate the entire continuing education enterprise to the needs of mature persons in a changing and challenging world.

A COUNCIL OF CONTINUING EDUCATION ADMINISTRATORS (CCEA) is suggested as one way of effectively organizing to serve these purposes. Such a council should be composed principally of full-time administrators with major responsibilities for continuing education. It should maintain close liaison (through designated members) with agencies engaged in voluntary and auxiliary continuing education functions.

Membership should, of course, vary from community to community, but it should generally include -

1. The director of continuing education of each school, public or private which is seriously committed to a continuing education program
2. The director or dean of continuing education of each community college
3. The continuing education coordinator of the intermediate school district
4. At least one representative of adult basic education supervisors
5. At least one representative of adult high school principals
6. The director of the public library system

J. Kenneth Cummiskey, Director: W. K. Kellogg Foundation-Supported Community Services Project/Nathan C. Shaw, Editor

7. The director of the Cooperative Extension Service
8. The dean of continuing education for each college or urban university
9. Regional representatives for university extension services
10. A representative of local school administrators.

The Council should meet on a regularly scheduled basis and should be provided with staff assistance. Specific activities should be developed in terms of the character and needs of the service area. In general terms, however, each CCEA would -

1. Systematically and regularly assess needs for continuing education on a community-wide basis
2. Engage in communitywide planning, taking full account of plans of individual institutions
3. Provide communitywide promotion and interpretation
4. Coordinate scheduling and facilitate movement of students among institutions offering limited programs
5. Be constantly alert to overlapping and overlooking of services, and encourage member institutions to take such action as seems indicated
6. Promote in-service training of continuing education workers
7. Facilitate cooperative projects and cooperative proposals for external funding whenever such joint endeavor is feasible
8. Communicate and coordinate requests for external funding when these are more appropriately initiated by individual institutions
9. Maintain liaison and mutually supportive relations with -
   a. Official agencies which have auxiliary education functions, such as health, rehabilitation, recreation, employment, law enforcement, social welfare, economic opportunity
   b. Voluntary organizations which conduct organized programs, such as professional societies, industry, unions, ASTD and similar work-related groups, churches, YMCA, YWCA, K of C, B'nai B'rith, and similar faith-based groups; NAACP, Urban League, and similar human relations groups; League of Women Voters, child study, foreign policy, creative and performing arts, Great Books, and similar special interest groups
   c. Community organizations with auxiliary education functions, such as labor council, health and safety council, council of churches, area development council, council on aging, community services council, PTA council, and Chamber of Commerce
   d. Mass communications media
   e. Other educational institutions, such as proprietary schools, correspondence schools, galleries, conservatories, museums.

While the primary membership of the Council should be composed of full-time administrators, and the principal initiative and responsibility for its work should reside with them, its meetings and activities should be open to the second circle of continuing education leaders - those who carry responsibility for auxiliary continuing education functions of private, voluntary, and public institutions. Each primary member should assume, for the Council, responsibility for continuing liaison with selected members of the second circle. In this way communication can be maintained both among full-time professional colleagues and those voluntarily or partially engaged in continuing education. Each director of continuing education in a public school or community college has unique responsibility for initiating, enabling, and sustaining such unity in his community.

* *Reprinted with permission, Chapter 3 - Roles and Interrelationships of Continuing Education Institutions, pp. 46, 70-74, ADMINISTRATION OF CONTINUING EDUCATION,*

National Association for Public School Adult Education, National Education Association, Washington, D.C., 1969. Nathan C. Shaw, Editor. Professor Kleis is chairman, Graduate Studies in Continuing Education, Michigan State University and Dr. Butcher is coordinator of Adult Education and Community Service Programs, Michigan Department of Education.

A Point of View / Robert A. Luke, Director, Division of Adult Education Service, National Educational Association

Is just regularized getting together -- even if staff assistance is made available -- along with liberal quantities of faith in each other and skill in the group process sufficient to enable self-selected representatives of educational institutions, as well as a variety of other groups and agencies, to "regularize communication, build awareness of shared purposes, promote community-wide planning" and accomplish the eight or so additional goals mentioned in paragraph two of the preceding exerpt?

Perhaps...if at least three additional sets of operational principles or understandings are accepted:

1. The realities of existing funding patterns must be understood. If something called vocational education gets dollars for one program, or something called academic education gets dollars for another program, and something called adult education gets no money from anyone, it might as well be understood by all concerned that the programs which will first see the light of day in the community will inevitably follow the most favorable funding pattern.

2. Ground rules need to be established to deal with the director, dean, librarian, president, or superintendent who won't play ball: The one who agrees to something and then, when the brochure comes out, shows the agreement was broken... the one who invariably cancels at the last minute after saying he would attend the next meeting of the CCEA...the one who automatically discovers a bureaucratic justification to indicate why the photo-processing lab at his institution (the only one in the community suitable for group instruction) cannot be used by any other agency. (And probably the only realistic ground rule is to remember that the spirit of cooperation is not inborn in people and that a lively competitive spirit will always manifest itself!)

3. Some general principles need to be established to help differentiate the roles of community colleges, non-community colleges, public schools, non-public schools, and all the other groups, agencies and institutions listed in the quoted excerpt. As a first step in developing some of the needed guidelines the following are volunteered:

   a. In the absence of a historical precedent to the contrary, the established role of an existing program should be respected. Libraries can probably, in most instances, do the best job of meeting the literature requirements of community study groups, the public schools the best job of instruction in the K-12 subject matter areas, and the community college most appropriately undertake programs that require high school completion as a prerequisite.

   b. However, any educational institution should be encouraged to carry on any program that it has the budget, commitment, facilities, and staff to under-

take: In unusual circumstances, libraries can offer formal classes, community colleges can circulate books, cooperative extension programs can be scheduled in the inner city, "public schools" (K-12) can offer collegiate level programs and the community colleges can teach adults the ABC's or brief them for GED.

c. The first order of business of a CCEA should be to discuss the need for changing, eliminating or ignoring "established role" concepts. If the members of the board of education are convinced education is for the kids, and the president of a community college thinks that his institutions is basically a feeder institution for the four year colleges--then new, non-traditional guidelines for that specific community must be developed.

d. Guidelines must forever be subject to review: Are they working? Are they realistic? Were they originally drawn to meet someone's special interest or to appease someone it was not easy to oppose? Is the establishment being unnecessarily protected by the guidelines or unnecessarily placed under attack?

e. The legitimate and understandable needs of program directors to win favor with their bosses (and getting lots of students and lots of federal grants is frequently the way bosses measure success) must not be overlooked.

f. Care should be taken to involve in a CCEA any official agencies to do certain kinds of coordination that are already established (social welfare council, Cooperative Area Manpower Planning Systems Council, etc.).

Finally, if after all these guidelines--and those mentioned in the exerpt -- are followed, and if everyone with membership in the CCEA has demonstrated him or herself to be a reasonable person, but agency A still decided to go ahead and offer program X even though clearly a prerogative of agency B -- well, let 'em. They will anyway..but cooperation is always worth a try--and most of the time it works!

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A COMMUNITY SERVICES INVENTORY FOR COMMUNITY COLLEGES

Under the direction of Dr. Max R. Raines, Director, Kellogg Community Services Leadership Program, Michigan State University, a national survey is under way to obtain baseline data from a selected sample of community colleges. Moreover, Part I of the questionnaire can also be used as a guide and checklist for new or continuing community services programs in all community and junior colleges. It can likewise provide a common reference for discussion and interchange among community college personnel and others interested in community services at the upcoming December Galaxy Conference in Washington, D.C., and the Annual AAJC Convention in Honolulu during March, 1970. (Note: Due to space limitation, Part II which deals with staffing patterns and graduate education background for community services leadership is not included.)

BACKGROUND

For purposes of this survey we define community services as the educational, cultural, social, and recreational services which the college provides for its community beyond the regular credit courses scheduled on campus during the day or evening hours.

The community service functions that are described in Part I of the Inventory can be classified into three major dimensions.

Self-Development Functions - Those functions and activities of the college focused upon the needs, aspirations and potentialities of individuals or informal groups of individuals to help them achieve a greater degree of personal self-realization and fulfillment.

Community Development Functions - Those functions and activities of the college primarily focused upon cooperative efforts with community organizations, agencies and institutions to improve the physical, social, economic, and political environment of the community (e.g., housing, transportation, air pollution, human relations, public safety, etc.).

Program Development Functions - Those functions and activities of the community services staff designed to procure and allocate resources, coordinate activities, establish objectives and evaluate outcomes.

INSTRUCTIONS

Section I contains a list of eighteen functions intended to describe the community

services program. After reading the description you are asked to judge whether or not the described function is a part of your community services program.

If the function is not an implemented function, please indicate your judgment of the need for implementation by selecting the appropriate response symbol (A-Urgent, B-Strong, C-Moderate, D-Little, E-No need).

If in your judgment the function is a part of your community services program you are asked: (1) to judge the current scope of the activities associated with the function. Scope is defined as the range of activities within a given category of the taxonomy of functions. A broad scope indicates many and varied activities within a function (A-Very Broad, B-Broad, C-In-between, D-Limited, E-Very limited). (2) To judge the current quality of the activities associated with the function by selecting the appropriate response symbol (A-Very good, B-Good, C-In-between, D-Poor, E-Very poor).

SELF DEVELOPMENT FUNCTIONS

Developmental Counseling Function - Providing community members with opportunities for self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc.

Educational Extension Function - Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "weekend college", neighborhood extension centers.

Educational Expansion Function - Programming a variety of educational, up-grading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc.

Social Outreach Function - Organizing programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.

Cultural Development Function - Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine arts series, art festivals, artists in residence, community theatre, etc.

Leisure-time Activity Function - Expanding opportunities for community members to participate in a variety of recreational activities, e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities, etc.

COMMUNITY DEVELOPMENT FUNCTIONS

Community Analysis Function - Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem-oriented studies, identifying roles and goals of organizations.

American Association of Junior Colleges ■ 1315 Sixteenth Street, N.W., Washington, D.C. 20036

CLEARINGHOUSE ON COMMUNITY SERVICES

ESTABLISHING A COMMUNITY EDUCATIONAL SERVICES CENTER

Progress Report - Brian Donnelly, Director of Community Service Project
Quinsigamond (Mass.) Community College

No. 5 November, 1969

The Quinsigamond Community College Community Educational Services Center is a demonstration project funded by Title I of the Higher Education Act of 1965. The project proposal was a direct result of faculty interest in offering special educational services to minority and low-income groups in the Worcester area.

Quinsigamond Community College is the only higher education institution established to serve the educational needs of the Worcester area. The problem areas mentioned by the State Title I Plan *(Improvement of Local Government)* are community problems. The commission to solve these problems belongs uniquely to the community college; not to the exclusion, however, of other colleges and universities participating in solutions where appropriate.

While the Title I Community Services aim would seemingly be identical with a major function of the Massachusetts Community Colleges at large, the colleges have not begun to fully realize their community services function. Thus, the demonstration is aimed at Massachusetts Community College administrators, the Massachusetts Board of Regional Community Colleges, and appropriate State of Massachusetts government officials with the expectation of continued funding for these types of program either by reestablishing priorities within the colleges or by adding funds to the colleges or by doing both.

PROGRAM

Every program aims at offering more educational opportunities with special attention to minority and low-income groups. Our hope is to offer minority and low-income groups an opportunity for greater participation in the cultural and economic life of the community through education. Several programs have resulted by coordinating available educational resources in the community-at-large with the segment of the community in need. The programs can best be described in terms of stages of development; vis, operative, planning and exploratory.

OPERATIONAL

"CLICS" is an acronym for Community Learning Innovation Centers. It is a program whereby volunteers qualified to teach courses at the community college level with interested low-income students (wide age-range of adults) at the Worcester Community Action Council Multi-Service Centers to explore questions of practical and academic interest. There is no tuition for this program.

Worcester Center for Community Studies is a loosely constituted group of academicians from the Greater Worcester Higher Educational Community. Its purpose has been roughly defined in terms of offering educational resources for the discovery and/or solution of problems in the Greater Worcester Community. This Title I project is *de facto* strengthening the Worcester Center for Community Studies by

offering a definite focus and set of methods for offering college resources to the community-at-large. It is intended that the Center will be officially constituted within the near future.

Community Newspaper and Information Center will primarily serve low-income persons in the six or eight different low-income geographical locations in Worcester. Discussion of problems and opportunities and news of common interest to Worcester's geographically fragmented low-income groups will be printed. The newspaper will help to relate persons to agencies and vice-versa while developing community among the low-income neighborhoods.

Remedial-Tutorial Program is an experimental program of special recruiting, special financing, special counseling and special academic help offered to capable minority groups and low-income students to help them complete the first two years of college. The goal for the first summer institute is that appropriate English writing and speaking skills for doing college work would be developed by the students by the time they enter the fall semester. The method for achieving this goal employs a learning-by-tutoring principle under the guidance of an English instructor and a program coordinator.

PLANNING

Programs in the planning stage are those on the verge of offering concrete service.

The Urban-Suburban Assemblies have been planned in conjunction with the *Greater Worcester Ecumenical Social Action Council, the Kerner Commission Worcester Study Group and the Advisory Human Rights Commission*. The goal is to establish sensitivity between the races. The need for this educational program in the Worcester area has already been documented by the mentioned groups.

COVES represents many months of work with the *Worcester Volunteer Bureau, Professor Willard Callendar of the Clark Sociology Department and members of Worcester Service agency staffs*. The program has resulted as an effect of Professor Callendar's report on voluntarism which indicated that a coordinated educational program for voluntary agency staffs and volunteers would result in more effective service by the more than 140 social service agencies in the Worcester area.

EXPLORATORY

At the exploratory stage one cannot point to concrete proposals or plans but can indicate those agencies or persons with whom we are developing relations. The presumption in developing these relations is that there are educational services that the community college may provide which it is not now providing. In the process of developing new relations community problem areas are discovered and appropriate solutions or programs are explored. Field work which requires the catalytic work of developing and sustaining new relations is the manner of keeping apprised of problem areas to which the community college can respond. As faculty and interested agencies have become aware of the community service potential at Quinsigamond Community College they have identified problem areas in the community for the project's consideration.

New relations in which there has been real commitment by project staff involve the following: *Belmont Community School, (School Department), Worcester Tenant's Association, Worcester Community Services (including special work with the Volunteer Bureau), the Central Massachusetts Regional Planning Commission, Comprehensive Health Planning and Coordinating Committee of Central Massachusetts, Worcester Community Action Council (especially the Multi-Service Centers and the Neighborhood Councils).* Many meetings and much time have been devoted to investigating special problem areas with each of these groups. Our membership on committees and participation at meetings has always been with an eye toward special educational responses. In some cases, such as with *Model Cities,* we have met regularly (as members of the *Education Task Force* and in joint session with the *Worcester School Committee)* and submitted proposals for consideration. In such situations we have worked as consultants. We presently meet at regular collaborative staff meetings with *Worcester Community Services and Central Massachusetts Regional Planning Commission* in order to coordinate regional physical, social and educational service efforts.

PROJECT ACTIVITIES OTHER THAN PROGRAMS

In addition to the programs which offer educational services for the improvement of local government, there are other activities which accrue to the demonstration project.

ANCILLARY

Ancillary activities are those which have involved the project staff in integrating its programs with the college and gaining support from other colleges, institutions, organizations, and agencies whose interest is community services. Project staff participate in the orientation of Quinsigamond Community College faculty and staff in order to provide more and continuing services and help to insure the continuation of the work of this project.

In addition, coordination contacts have been made with the *Community Services Planning Councils, Clark University, Holy Cross College, Assumption College, Becker Junior College* and other educational institutions including the *Worcester Consortium* and others. The *State Title I Agency* has itself conducted programs of unique worth at the state level in which project staff have participated. Moreover, the college is presently exploring a unique set of programs to be coordinated with the *University of Massachusetts.*

On a national scale staff time has been devoted to the development of the *National Council on Community Services/ for Community and Junior Colleges.* Further, we have established dialogue with colleges across the country resulting in very fruitful exchanges of information apropos of community college community services.

DEMONSTRATION

The process of institutionalizing the community services function demands reporting, evaluating and convincing personnel at local and state levels. Films, photographs, reports and meetings have been the vehicles for meeting these objectives.

FUNDING

Insuring the continuation of this project is a concern of staff personnel. While there is no question concerning the necessity of performing the community services function at the community college, there is yet no guarantee that the programs we have begun (or those we are exploring) will be continued (or will be developed). Thus there has been the need to investigate continued funding from Title I while exploring additional federal and non-federal financing.

PRELIMINARY PROGRAM EVALUATION - SEPTEMBER, 1969

While many Title I grants are made for single programs, the Quinsigamond Project has immersed itself in a myriad of programs. There are several reasons for this. As a community college, Quinsigamond has a special role in providing community services which it has not yet realized. Secondly, there is a wealth of educational resource in the Worcester area that simply needs focusing in terms of Worcester area problems. Finally, Worcester's problems while they cannot be overlooked are neither so many nor so great that they do not admit of solution. *Quinsigamond's position in terms of Worcester educational resources and Worcester problems is key. While on one hand a member of the higher educational community, it is the only institution expressly commissioned with the task of solving community problems. Moreover, it is not yet burdened with a tradition or mold that will prevent it from experimenting with any educational solutions. Thus it is the task of this demonstration project to show that Quinsigamond in effect is the funnel for the fruits of research and educational resources which may be applied in the broadest sense to community problems.* If the project were limited to a specific problem area it would not have been possible to demonstrate the community services role of Quinsigamond Community College.

RECOMMENDATIONS

Although State Legislators and Administrators for the Regional Board of Community Colleges have been contacted regarding this project and the unique community service function of the community college it is our opinion that the Massachusetts Department of Higher Education should apprise the appropriate persons of this project, the project's worth and the need for explicitly establishing "community services" as a major function of the Massachusetts Community Colleges. Moreover, the Legislature and appropriate state government offices once apprised of this project's worth should appropriate adequate funds in the regular community college budget for establishing community service offices at each of the state's regional community colleges. *While the above recommendations should be carried out as quickly as possible, Title I money should continue to support this project until such time as "community services" is more than a rhetorical commitment by fiscal authorities and is supported by a line item in the community college budgets.*

Inter-Agency Cooperation Function - Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc.

Advisory Liaison Function - Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee, etc.

Public Forum Function - Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc.

Civic Action Function - Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, air pollution, etc.

Staff Consultation Function - Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc.

PROGRAM DEVELOPMENT FUNCTIONS

Public Information Function - Interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college.

Professional Development Function - Providing opportunities and encouragement for staff members to up-grade their skills in program development and evaluation; e.g., professional affiliations, exchange visitations, professional conferences, advanced graduate studies, etc.

Program Management Function - Establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program; e.g., staff recruitment, job descriptions, budgetary development, etc.

Conference Planning Function - Providing professional assistance to community groups in the planning of conferences, institutes and workshops, e.g., registration procedures, program development, conference evaluations, etc.

Facility Utilization Function - Encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process, and by designing them for multi-purpose activities when appropriate; e.g., campus tours, centralized scheduling office, conference rooms, auditorium design, etc.

Program Evaluation Function - Developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program; e.g., participant ratings, attendance patterns, behavioral changes, program requests, etc.

SPECIAL ACKNOWLEDGEMENTS

Several colleagues were most helpful to Max R. Raines in designing this taxonomy. They are listed alphabetically as follows:

Patrick Distasio, Director of the Center for Community Development, Miami-Dade Junior College, Florida

Seymour Eskow, President, Rockland Community College, New York

William Keim, Administrative Dean of Community Services, Cerritos College, California

Russell Kleis, Associate Professor, Michigan State University

Victor Lauter, Dean of Continuing Education and Extension Services, New York City Community College, New York

Gunder Myran, Research Associate, Michigan State University

IMPORTANT REMINDER: Have YOU registered for the 1969 GALAXY CONFERENCE for Adult Education Organizations - including meetings on community services in the community colleges by the American Association of Junior Colleges and the National Council on Community Services/ for Community and Junior Colleges - to be held at the Sheraton Park and Shoreham Hotels in Washington, D.C., December 6-11.

American Association of Junior Colleges/1315 Sixteenth Street, N.W., Washington, D.C. 20036

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Vol. 1 No. 12 December, 1969

COMMUNITY SERVICE, CONTINUING EDUCATION AND THE COMMUNITY COLLEGE

A Point of View / Donald A. Deppe, Program Officer, Community Service & Continuing Education, Office of Education

Strengthening community service and continuing education programs to enable colleges and universities to help the people of the United States in solving community problems--this is the major thrust of Title I of the Higher Education Act of 1965. The challenge placed before each State by this Federal legislation is one of making higher education more responsive to the priority needs of rapidly urbanizing communities, more relevant in the kinds of continuing learning experiences it provides for adult citizens and more fully committed to creating viable college-community partnerships in problem-solving.

The story of Title I-HEA is the story of Citizens and Colleges confronting the crises and the opportunities of social change in resourceful and encouraging ways. It is the story of continuing education as a group endeavor to apply the problem-solving process to the achievement of common goals. Institutions are finding new strategies for mobilizing and focusing their special resources upon community needs and interests; communities are discovering productive ways to tap the expertise that lies within their colleges and universities. In cities teeming with traumatic tensions and in rural areas suffering from economic erosion and harassed by hunger, Title I-HEA is becoming an important catalyst in the process of strengthening higher education and improving the quality of community life.

In what ways can community colleges contribute to this catalytic process of creating problem-solving partnerships with their communities? Are community colleges uniquely equipped to assist in achieving the objectives of Title I of the Higher Education Act? If so, how can they best take advantage of this federal legislation in planning and implementing new strategies for the involvement of professors and students in meaningful service to their communities?

These questions underly the following discussion of the nature of the community college movement, the inhibiting problems that exist in higher education, and the challenge for Title I and community colleges to improve both higher education and the quality of community life in America.

WHAT IS THE COMMUNITY COLLEGE? Volumes have been written and discussions *(ad infinitum)* have been held in an attempt to answer this deceptively simple question. Out of the proliferating literature and the heated discussion some consensus seems to emerge. The community college is characterized by its two-year organization, its identification with a local and readily identifiable community, and its special position within the American system of post-secondary education. The community colleges is in a "special position"

J. Kenneth Cummiskey, Director: W. K. Kellogg Foundation-Supported Community Services Project/Nathan C. Shaw, Editor

because it appears to me to stand alone in affirming two distinct commitments: 1) it is committed to the development of people rather than to "pure research" or the development of new knowledge, and 2) it is also committed to the community, a commitment so extensive that the needs and interests of the community largely determine the nature of the educational program.

The foregoing observations, if accurate, lead one to view the community college as that institution within higher education which is truly community-oriented and hopefully, most responsive to the shifting needs and interests of a rapidly changing society. This image of flexibility, responsiveness and humaneness is contrary to the popular conception of the huge, impersonal university shrouded in smug complacency and highly resistant to change. Against this background one can view the community college in sharp relief as a useful tool in the hands of a society that persistently demands an educational revolution in terms of expanded opportunity, evident coherence, and recognizable relevance to the issues that students and citizens, professors and workers, clearly see as the keys to survival and human fulfillment.

There are problems, you see, that exist in higher education itself which can inhibit the realization of college-community partnerships in problem-solving envisioned by Title I of the Higher Education Act. Higher education, like all social institution, seeks to perpetuate itself and advance its own interests, i.e., the interests of those who've established and support it. It is an institution, like others, of the establishment, by the establishment, and for the establishment. Nor should it be surprising that many of our colleges and universities, with their intense dedication to excellence and expertise, have become the most competent among social institutions at insulating themselves against strong and inevitable pressures to change.

The critical fact is that while resisting change itself and demanding it of others, higher education may be contributing to the intensification of community problems rather than their solution.

There was a time when the rhetoric of reform called our attention to "pockets of poverty". The pockets of poverty are still with us as are other community problems such as inadequate housing, congestion, pollution and racism. Perhaps one reason why the problems persist is that there are people and institutions with a penchant for producing and protecting "pockets of permanence".

A cleric friend of mine sees the problem of the church in similar terms; while society changes all around it and sacrosanct traditions seem to crumble, the church says "we alone will stand as the last vestige of permanence and stability". Universities, too, assume this posture at times and insist upon posing as enclaves of stability, as pockets of permanence, when they should be seeking new ways to establish themselves as reservoirs of responsiveness to the recurring pleas from our cities and towns for assistance in coping with change and solving the pressing problems of our complex and complexing communities.

Perhaps the community college can serve as that segment within higher education which is truly sensitive to human needs, interests and aspirations. Maybe it can become, by its very nature and distinctive philosophy, a reservoir of responsiveness to the forces in the community which cry out for educational reform. If so, community colleges can be strong allies with Title I of the Higher Education Act to advocate and demonstrate the viability of bringing colleges and communities together in mutually beneficial ways. But this will not be true if community college leaders allow their sense of well-being to rest solely

COUNCIL

Vol. 1 No. 2 December, 1969

CHARTER MEMBERSHIP ROLL

Over 200 deans and directors of community services, college presidents, college deans and faculty members, representatives of four-year colleges and universities, professional associations and other community service groups and agencies from 31 states and the District of Columbia have enrolled as Charter Members of the NATIONAL COUNCIL ON COMMUNITY SERVICES/ for COMMUNITY AND JUNIOR COLLEGES. The first national membership meetings will be held at the GALAXY CONFERENCE OF ADULT EDUCATION ASSOCIATIONS in Washington, D.C., December 6-10, 1969 and at the ANNUAL AAJC CONVENTION, February 28 to March 6, 1970 in Honolulu, Hawaii. In addition, 6 regional meetings are being planned for the New England States, the Middle Atlantic States, the Southern States, the North Central States, the Northwest States, and the Western States during the coming months. This "Council" letter to members, friends and professional colleagues will be shortly joined by an all new COUNCIL NEWSLETTER, A COUNCIL YEARBOOK and MEMBERSHIP DIRECTORY. Do join those of us below from 31 states and the District of Columbia in telling and serving the community service needs of the 1970's.

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upon the applause and approbation of those who are "higher" in higher education.

THE CHALLENGE, THEREFORE, IS QUITE SIMPLE: STAND ON YOUR COMMITMENTS! IF THOSE COMMITMENTS MENTIONED EARLIER REPRESENT DIFFERENCES, LONG LIVE THE DIFFERENCES! BE COMMUNITY COLLEGES AND HELP THE ENTIRE SPECTRUM OF HIGHER EDUCATION FIND EFFECTIVE WAYS TO MEET THE CHALLENGES AND OPPORTUNITIES COMMUNITY SERVICE REPRESENTS.

Meeting The Challenges of Title I-HEA, 1965 / Pedro C. Sanchez,
Director, Community Service and Continuing Education Programs
U.S. Office of Education

As indicated earlier, Title I has as its primary focus helping institutions of higher education to provide effective problem-solving assistance to communities. Only the institutions themselves are eligible to apply for Title I support. It occurs to me, therefore, that one of the most important things an institution contemplating participation in community-problem-solving can do is to make a conscious assessment of its own basic interest in community service. For community service to be meaningful and viable from the points of view of both the college and the community, it is essential that the institution -- its faculty, administration, governing board, and the students -- make a deliberate decision to provide for community service and for the involvement of the institution in the life of the community that this decision represents. As a result of such a process of review, assessment and decision making, meaningful priorities regarding community service can be established and implemented. As a further consequence, assistance can be sought from Title I and other funding sources for support of those activities and programs to which the total institution is most urgently committed and to which it feels it can make the most unique and lasting contributions.

The critical factor in community service is the community -- its people and its institutions. It is essential to success, therefore, that the people with whom the college must work in community service activities are brought into the confidence of the institution and are encouraged to play a meaningful role in determining the nature of the activity or activities. Their role includes that of assisting in planning, conducting and evaluating the operation. Without the participation of the people in all facets of community service programs, community service will be an empty gesture at best; it will be courting failure to be sure.

Another important element in community service is the meaningful involvement of large numbers of students in the program. Too often students are ignored in community activities. Community service should provide opportunities for students to render service to their communities and to enrich their academic experience. It might also give a partial answer to the student's demands for relevancy in higher education.

To make maximum impact on the community and the problems it faces and to make the maximum contributions to the participating colleges and universities, program approaches must be multi-disciplinary and inter-disciplinary in nature; intra-institutional, multi-institutional, inter-institutional in scope, and long-range in duration, comprehensive and coordinated in operation. Furthermore, they must go beyond the traditional college/university offerings of courses, institutes, workshops, and conferences. Title I may be used as a vehicle to mobilize students and faculty into community task forces and technical assistance teams; to try new approaches, new organizational mechanisms and arrangements and new techniques of relating college and university resources to community problems.

MOST IMPORTANT OF ALL, COMMUNITY SERVICE PROGRAMS MUST BE ADDRESSED TO THE HEART OF THE PROBLEMS AND THE GREAT ISSUES OF THE DAY.

WORCESTER CONSORTIUM FOR HIGHER EDUCATION

A serious error in fact was presented in the November *CLEARINGHOUSE* Number 5. We stated that only one institution served the educational needs of the Worcester, Massachusetts region. In fact, there are ten (10) institutions of higher education serving the area. They are: Anna Maria College, Assumption College, Clark University, College of the Holy Cross, Worcester Polytechnic Institute, Worcester State College, Becker Junior College, Leicester Junior College, Quinsigamond Community College and Worcester Junior College.

The six four-year colleges and four two-year colleges are joined together in the Worcester Consortium for Higher Education (see the September *CLEARINGHOUSE* Number 4 - *The Private College Study by Kenneth C. MacKay*). The consortium seeks ways to broaden and enrich academic programs for faculties and students; to expand continuing education opportunities and public service activities, individually and jointly; and to effect fiscal efficiency through interdependent programs.

The consortium, in its brief period of organization, since 1967, is involved in a number of ways; An intercollegiate student exchange, intercollege faculty appointment, curriculum projects, joint facilities, consortium public relations, cooperative purchasing, consortium studies and continuing education and community services.

Additional information on the consortium and its participating institutions can be obtained by contacting:

Worcester Consortium for Higher Education
Salisbury Building - West Street
Worcester Polytechnic Institute
Worcester, Massachusetts 01609

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